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ABSTRACT

The doctoral level bilingual/bicultural program described here is intended especially for Arabic and Spanish bilingual education students who are involved in administrative or teaching positions in the schools. An interdisciplinary approach is used and three types of faculty are employed, a core-bilingual and a core-support faculty from the university, and outside core consultants. The program description focuses on three aspects: (1) theoretical and methodological frameworks; (2) pragmatic aspects; and (3) course content, course descriptions, and credit requirements. Bilingual/bicultural education is viewed as an integrative approach with emphasis on the native and second language components and cross cultural training. The pragmatic aspects described concern arrangements for students to continue their careers in the schools, to use their work situation as a laboratory for their research, and to sharpen their administrative, pedagogical, and research technique skills. The final part described the 100-semester hour program of required courses and dissertation policies. The program covers foundations in education, concentration on minor areas, research techniques, non-dissertation and dissertation research, nonprofessional education, non-education requirements, and the language proficiency requirement. In conclusion, the advantages of such a field-based program are discussed. (AMH)

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TOWARDS THE ESTABLISHMENT OF A FIELD-BASED DOCTORAL
PROGRAM IN BILINGUAL/BICULTURAL EDUCATION:
THE WAYNE STATE UNIVERSITY MODEL

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Towards the Establishment of a Field-Based Doctoral Program
In
Bilingual/Bicultural Education: The Wayne State University Model

Introduction

The Bilingual/Bicultural Education Doctoral Program at Wayne State University enables students to pursue a course of study in the field as well as to provide services to school districts and satisfy the community needs. The program is interdisciplinary in nature and exposes the participants to learning and teaching as well as administrative and counseling strategies based on generally accepted approaches of bilingual education (Acosta and Blanco, 1978; Garcia, 1982; Trueba and Barnett-Mizrahi, 1979). The program can lead to a doctoral degree with an emphasis on Bilingual Education and minor in any discipline of the participant's interest.

At the present time, Wayne State University alone in the State of Michigan has the approval of the State Board of Education to certify bilingual education teachers in Spanish, Arabic, and many other non-English languages. In addition, the programs of the College of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Also, Wayne State University is fully accredited by the North Central Association of Colleges and Secondary Schools. Therefore, Wayne State University has made the effort to become a leading teacher training institution for bilingual education.

The University's bilingual program is the largest of its kind in the midwest. However, with the shrinking facilities and declining enrollments of university students, in addition to the insecurity of jobs, the bilingual faculty thought of changing their instructional strategies. Several innovative changes such as use of outreach facilities, have been made in Wayne State's Bilingual Program

(Martinez and Youssef, 1982). One of these was establishing a field-based doctoral program which gives bilingual educators in the field the opportunity of combining studies with some phase of their current professional employment. Initial phases of the program were successfully tried away from the campus in Grand Rapids, Michigan in the Winter Semester, 1982; and the Wayne County Intermediate School District (ISD), Summer, 1982. Efforts have been made to form a consortium with universities in other states in which Wayne State will provide the technical assistance necessary to build their capacity to deliver similar teacher training components. The facilities and resources from these institutions would be used to assist in the program.

The program is flexible so that participants who do not yet have a teaching credential or have a bilingual education certificate can be trained for their employment in that field.

Taking courses at the same time that a person has a full-time job is such a burden that sometimes some find it impossible to continue their course of study. To accomodate the students courses were scheduled on the weekends and intensive mini-courses were offered during Summer vacation. Attendance was nearly 100% and motivation was high. As Youssef and Martinez (1982) have primarily emphasized, adults can become highly motivated if they see there is a positive relationship between what they practice and their perceived valued goals.

This field-based approach has several major advantages in that it will not interrupt the participants' careers nor sacrifice their earning power, a condition which most likely would prevail should they be required to pursue doctoral study on a college campus. Additionally, it must be recognized that

the rebirth of bilingual/bicultural education in the United States in the late 1960's had a grass-roots beginning. Local school districts under pressure from non-English speaking communities began to establish bilingual education programs. Colleges and universities were not original participants in the movement, but entered the field when the nation's schools found themselves with a dire need to train teachers for the rapidly burgeoning bilingual education programs.

The Field-Based Doctoral Program

Like the campus-based doctoral program, the field-based program in bilingual/bicultural education employs an interdisciplinary approach which utilizes a core-bilingual faculty with different areas of expertise relating to a given philosophy and concept of bilingual/bicultural education. This core-faculty in the field-based program is made up of Wayne State University faculty.

Since the field-based program deals principally with Arabic and Spanish bilingual education students, at least two members of the core-faculty are Arabic and Spanish bilingual/bicultural persons because two of the courses are given exclusively in Arabic and Spanish using the target languages as a medium of instruction.

To augment the field-based program as well as to provide additional perspectives for the students, outside core consultants are utilized whenever a need arises. Their participation is in activities dealing with workshops, mini-instructions, field experience, seminars, and the like. The selection of the consultants is made in accordance with their background in the field of bilingual education. It was reasonable to assume that they may also serve in an adjunct capacity in a role as members of students' dissertation committees as well as seminar resource persons.

To give an additional and important dimension to this delivery system, a core support faculty was identified in accordance with the needs of the students. This staff is made up of those professors who have an interest in bilingual/bicultural education and/or multi-cultural education and have the expertise in the areas of concentration from which the students may select minor fields. The core support faculty works closely with the core bilingual faculty to ensure that the doctoral students receive the necessary instruction in the minor fields as well as to orient the students' academic work in the minor to bilingual/bicultural education.

Given the urban nature of Wayne State University, the minor fields will have an urban orientation dealing with the educational problems which face children who have a limited knowledge of English. It must be remembered that the limited English Proficient (LEP) children needing bilingual education services reside in the metropolitan areas of the nation, thus this program has an urban education orientation. To provide this approach and meet the current needs, the following minor areas were established in the program:

- (1) Guidance and Counseling
- (2) Educational Sociology (Urban Education and Urban Change)
- (3) Educational Psychology
- (4) Educational Evaluation and Research
- (5) General Administration and Supervision
- (6) Special Education
- (7) Reading

The delivery system given above can be schematically given as follows:

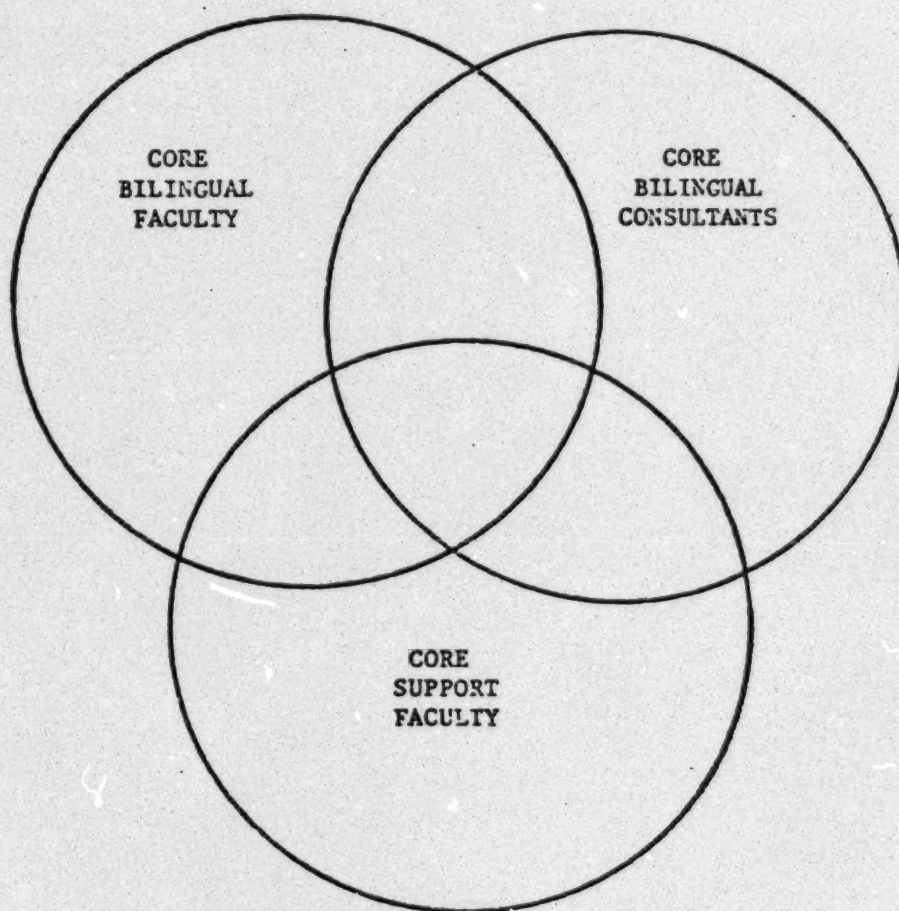


CHART 1. WSU Inter-disciplinary Bilingual
Doctoral Program

The overlapping circles denote the inter-related aspects of the program as well as the interdisciplinary nature of the delivery system. The key element in this system is the manner in which the core bilingual faculty and the core support faculty collaborate for the purpose of providing the student the intellectual and conceptual tools in bilingual/bicultural education and the minor field.

In this field-based program this inter-relatedness can cement the relationship between Wayne State University and any other university in the consortium by utilizing their professors as part of the core-support faculty. They can not only help fulfill the student's minor, but can also help generate the necessary political support to enable Wayne State to function in that particular state or area.

The delivery system described above can function effectively only when all members of the various cores, that is, the core bilingual faculty, the core consultants and the core support faculty subscribe to a common understanding of the philosophy and concept of bilingual/bicultural education. For this reason it becomes necessary to discuss the theoretical foundation of the program.

It must be emphasized that the core faculty will, at all times, maintain the integrity of the program to ensure that all students meet the academic standards and requirements which all other students at the University are expected to fulfill. To that end, the students are selected by the procedures listed in the College of Education Ed.D. and Ph.D. Policies and Procedures, dated October, 1982-1983. /

Theoretical and Methodological Framework of the Program

The core bilingual faculty believes that in order to foster and facilitate a better understanding of bilingual/bicultural education as a pedagogical method which will enable children of English and non-English speaking ability to effectively participate in the educational process, it is necessary to agree upon or share the same philosophy and concept of bilingual/bicultural education. Such an understanding must exist among the members of the core bilingual faculty, the core support faculty, and the core bilingual consultants. They should see bilingual/bicultural education as an integrative approach which can effectively demonstrate ways of providing instruction to majority and limited English-speaking students. One of these approaches could be based on a study on bilingual education program implementation (Martinez, 1979, 1982), which sees the curriculum made up of the following components:

1. To provide instruction in content areas in the dominant language of the student.
2. To provide instruction in English as a Second Language which is intended for pupils of limited English-speaking ability.
3. To provide instruction in the non-English language to English-speaking pupils in order to foster a greater understanding between the two groups, and to develop an awareness of the two cultures represented.
4. To provide instruction in English language development for all children.
5. To utilize English and the home language as a medium of instruction for all students in Math and Science.
6. To provide cross-cultural activities which will lead to a better understanding of both cultural groups.

The most important foundation in this bilingual education approach are the language and cultural components. By emphasizing language and cultural activities, the students will be able to develop a sense of self-esteem, self-acceptance, and positive healthy self-concept because the educational process becomes relevant to their language, heritage, and values. This emphasis on language and cultural activities will bridge the gap which may exist between the two cultures, creating a better understanding between the two linguistic groups.

A Bilingual/Bicultural Education Program must provide equal educational opportunities for all children in the program by employing pedagogical techniques and methods which demonstrate effective ways of providing instruction designed to enable them to achieve academic competence while maintaining use of their native language. Given this approach, it is believed that bilingual/bicultural education programs have immediate implementable goals. They are as follows:

1. To help the Bilingual learner achieve at his/her grade level when tested in his/her dominant language.
2. To enable the Bilingual learner to function well enough in English so that he/she may achieve at his/her grade level when tested in English.
3. To help limited English-speaking students and the English speaker to better understand each other's cultures including: language, customs, attitudes, beliefs, etc.

It is felt that the descriptions and goals given above reflect the concept and philosophy held by the core bilingual faculty. This consensus becomes significant when one considers that in many university bilingual education teacher training programs, faculty members outside the field who participate in the program may not have the knowledge nor a defined concept of bilingual/bicultural education.

Once the theoretical framework has been established it becomes necessary to establish the field-base aspect of the program.

The Pragmatic Aspects of the Program

A doctoral program in bilingual/bicultural education cannot only be a strict academic enterprise, but must have a pragmatic base to provide leadership training in order to prepare participants to become leaders and promulgators of this education concept. Wayne State University adheres to this concept in the establishment of its doctoral program in bilingual/bicultural education. This becomes germane when one considers that after more than ten years of existence of the Bilingual Education Act (Title VII, ESEA) less than 8% of the students who have been found to need bilingual education services are in bilingual education programs across the country.

This program is unique because it enables students to pursue doctoral studies while maintaining their professional positions in local school districts, state departments of education, as well as in universities and colleges. Because of their employment, the students may have a huge laboratory at their disposal and are able to engage in "applied" research as against the type of "pure" research to which many institutions subscribe. This approach is particularly significant because documentary-type research is necessary to provide needed data to government officials at the local, state, and federal levels who make decisions affecting the lives of children of limited English-proficiency.

While enrolled in the field-based program, the students will develop and/or sharpen these skills needed to plan and implement in-service training

programs for bilingual staffs and parents, thereby enhancing parental and community involvement. They will also assist in the development of evaluation and testing materials as well as curriculum instructional materials for utilization in grades K-12. In addition, they could assist in formulating techniques for classroom management in bilingual settings. The participants can also share their expertise with teachers and administrators in bilingual education programs in surrounding school districts on an on-going basis by organizing symposiums and workshops in which they could impart their expertise.

It is also expected that the doctoral students will develop sound investigative research techniques into such areas as: (1) public policy and bilingual education; (2) program organization, conceptualization, and implementation; (3) cultural content of programs; (4) language policies; (5) community language and culture reinforcements and academic achievement; (6) socio-political aspects of bilingual education; (7) linguistic aspects of bilingual education; (8) socio-cultural aspects of bilingual education; and (9) cognition and bilingual/bicultural education.

It is anticipated that this approach to a research and field-based experience will be of importance to those schools and school districts which lack trained professional bilingual/bicultural educators.

Program Course Content and Description

A minimum of 100 semester hours are required for graduation. From those credits, the student and advisor can design programs of certification and/or endorsement for the field-based doctoral program. The program is divided

into the following areas:

- I. Foundation in Education: (6 semester hours) Depending on the students' interests, this area includes courses in Educational Administration, Educational Psychology, and History and Philosophy of Education.

The aim of the foundation courses is to broaden the student's perspective on basic issues in education. In addition, these courses provide a generalized professional background at an advanced level.

- II. Area of Concentration: (a minimum of 24 semester hours)
The core bilingual faculty with the student were able to identify the courses constituting the area of concentration. Course work in the area of concentration need not be restricted to courses offered by the Wayne State College of Education; and where appropriate non-education courses can be incorporated (Ed.D. Policies and Procedures, 1982-83). This area includes courses in:

- *Theory, Philosophy and Typologies of Bilingual/Bicultural Education
- *Public Policy and Bilingual Education
- *Bilingual Methodology and Curriculum
- *Seminars in Cultural Awareness
- *Culture and Language as Foundation for Bilingual/Bicultural Education
- *Applied Linguistics in Bilingual/Bicultural Education
- *First and Second Language Development
- *Sociolinguistics and the Bilingual Child
- *Parental and Community Involvement in Bilingual/Bicultural Education
- *Seminars on Stereotypes, Issues and Future and Bilingual/Bicultural Education
- *Teaching English to Speakers of Other Languages
- *Practicum in Bilingual/Bicultural Education
- *Multi-Ethnic Dimensions of the United States

To minimize redundancy, the aim of the area of concentration was to provide prospective candidates with a solid background in the theoretical and practical aspects of Bilingual/Bicultural Education. In addition, certain competencies are to be achieved through courses given by the program area

of the Teacher Education Division, College of Education.

- III. Research Techniques: (a minimum of 12 semester hours) This area includes courses in fundamentals of Statistics: Fundamental Research Skills; Research Seminar in Bilingual/Bicultural Education/Curriculum and Instruction and Dissertation Proposal Seminar. The aim of this area is to provide students with the necessary skills to enable them to do empirical research in the field of education.

These courses can be selected by the core-faculty and core-support faculty to meet the need of the students.

- IV. Non-Dissertation Research: (a minimum of 14 semester hours) This area includes Directed Research and Field Study Research activities as well as The Washington Seminar, Montreal Seminar and London Seminar (for more details on the last 3 seminars, see Martinez and Youssef, 1982). The aim of this area is to provide the students with outreach experiences that exist outside any formal course structure.

Courses of this area could be also selected from the host university requirements.

- V. Dissertation Research: (a total of 20 semester hours is required) A dissertation is required of all doctoral students and it shall be related to the student's area of concentration and is to be completed under the direction of the student's advisor at Wayne State University.

- VI. Non-Professional Education: (a minimum of 12 hours is required) Selection should be from one of the approved areas of concentration listed in Policies and Procedures for the Ed.D. in Education, 1982-1983. However, it is anticipated that the student's work at the Master's level will meet this requirement.

- VII. Non-Education Requirements: (a minimum of 12 hours of graduate work is required outside of the Wayne State College of Education.) These courses available in the host university. This area includes courses in Language Structure and Thought, Seminars in Urban Anthropology; Specific courses related to the ethnic groups of the participants and Advanced Seminars in Linguistics. The aim of this area is to give the background in those related disciplines, such as anthropology and linguistics which are outside of the College of Education.

- VIII. Language Proficiency: Each participant admitted to the field-based doctoral program has to demonstrate competence in listening, speaking, reading and writing skills of the English as well as the target language as determined by Standard Language Proficiency Tests.

Field-based experiences for the participants are augmented not only by formal course work, but also by outreach experiences such as the London Seminar, Montreal Seminar and the like (Martinez and Youssef, 1982). Other approaches consist of seminars and the visiting scholars program in which noted bilingual educators are invited to give presentations and lectures on bilingual research.

In addition, field experiences are given to participants by the use of media simulations such as videotapes, films, scenarios, and the like. This approach has been previously tested and found to be as effective as field experiences (Youssef and Fagan, 1982).

Summary and Conclusions

During this era of diminishing resources, institutions of higher education need to re-examine their approaches to advanced graduate study. Care needs to be taken to ensure that the high quality of study is not sacrificed as innovative program delivery systems are established. The graduate program described above has attempted to facilitate advanced graduate study and at the same time has utilized several resources to maintain quality control.

There are several advantages to a field-based program. For one, it facilitates the use of a "laboratory" which the participant has at his/her disposal in as much as he/she is employed in a professional capacity by a school district, educational agency, or institution of higher education. This close tie to such a place of employment encourages applied empirical research because participants have the data within easy reach.

In addition, such a program promotes research which can be of immediate value to the institution where the participants are employed. Frequently, advanced research has a "purist" and theoretical base, curtailing its immediate application. Although this type of research is useful and invaluable, it should not be used in a field-based graduate program.

This program also enables the participants to maintain their jobs and continue to study. This opportunity is of paramount importance because they can continue to have job security and at the same time acquire advanced education which they need for career-ladder mobility.

Of equal importance in this program is the opportunity for universities and colleges to enter into consortium arrangements which enable them to share their resources. As has been previously mentioned, this is an important step at a time when resources are becoming less available.

Although this field-based program has been made available to students in bilingual/bicultural education, this concept should be amplified and applied to other programs. It may be that the era of a campus-based educational program may need to be re-examined against the backdrop of diminishing resources, declining student enrollments, and modification of existing advanced graduate programs.

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